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CONTENTS

	Page
Editorial Comment and News Notes	1
The Elementary School Administrator and the Implementation of the Framework for Public Education in California	7
Jay Davis Conner	
The Fairplay School Organizes for Action	24
Mrs. Afton Dill Nance	
A Literature Diet for Young Children	28
Enoch Dumas	
The Story of Burt	37
Beecher H. Harris	
Improving Science Experiences in the Classroom	48
Earle P. Crandall	
Highlights of the Hollywood Conference	55

EDITORIAL COMMENT AND NEWS NOTES

ADOPTION OF TEXTBOOKS AND TEACHER'S MANUALS

The State Board of Education, at its regular quarterly meetings in April and July, 1950, took the following actions regarding adoption of textbooks.

Adoption of Textbooks in Handwriting. On recommendation of the State Curriculum Commission, the Board adopted the following textbooks and teacher's manual in handwriting, for use in grades as indicated, for a period of not less than six years nor more than eight years beginning July 1, 1951:

NEW LAUREL HANDWRITING (1948), by John C. Almack and Others,
published by Laurel Book Company
*Third Book, Fourth Book, Fifth Book, Sixth Book, Seventh Book, and
Eighth Book (for Grades 3 to 8)*
Teacher's manual (1944) for use in grades one to eight

Adoption of Textbooks in Spelling. On recommendation of the State Curriculum Commission, the Board adopted the following textbooks and teacher's manual in spelling, for use in grades as indicated, for a period of not less than six years nor more than eight years beginning July 1, 1951:

WORD MASTERY SPELLER, Skilltext edition (1949), by David H. Patton,
published by Charles E. Merrill Co., Inc.
Pupils' books entitled *Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, and
Grade 8*
Teacher's manual for use in grades three to eight

Adoption of Basic Textbooks and Teacher's Manuals in Reading. On recommendation of the State Curriculum Commission, the Board adopted the following books in reading for use as basic textbooks and teacher's manuals as indicated, and for

use in grades as indicated, for a period of not less than six years nor more than eight years beginning July 1, 1951:

GRADES 6 TO 8

EASY GROWTH IN READING, Moving Ahead (grade 6), by Gertrude Hildreth and Others, published by The John C. Winston Company (1949); and accompanying teacher's manual

ADVENTURES IN READING, by Dorothy Nell Knolle, published by the John C. Winston Company

Discovery (grade 7) and accompanying teacher's manual (1946)

Exploration (grade 8) and accompanying teacher's manual (1947)

Adoption of Supplementary Textbooks in Reading. On recommendation of the State Curriculum Commission, the Board adopted the following textbooks in reading for use as supplementary textbooks in grades as indicated for a period of not less than six years nor more than eight years beginning July 1, 1951, to be distributed on the basis of one copy for each two pupils enrolled:

GRADE 6

The Firelight Book, edited by Barbara Henderson, Marion T. Garretson, and Frederick H. Weber, published by The L. W. Singer Company, 1946

High Road to Glory, compiled by Elizabeth H. Bennett, Mabel B. Dowse, and Mary D. Edmonds, published by Silver Burdett Company, 1947

GRADES 7 AND 8

ADVENTURES FOR READERS, by Jacob M. Ross, Mary Rives Bowman, and Egbert W. Nieman, published by Harcourt, Brace and Company (1947)

Book One (grade 7)

Book Two (grade 8)

Adoption of Manual for Kindergarten and Primary Teachers. On recommendation of the State Curriculum Commission, the Board adopted the material entitled "Teacher's Guide to Education in Early Childhood," prepared under the direction of Helen Heffernan, Assistant Chief in charge of Ele-

mentary Education, Division of Instruction, for use as a teacher's manual in the kindergarten and primary grades, subject to revision by the State Department of Education under the direction of the State Curriculum Commission.

THE RURAL SUPERVISOR AT WORK

The program of the experienced supervisor can be revitalized as he embodies in his program some of the successful experiences described in *The Rural Supervisor at Work*, 1949 Yearbook of the Department of Rural Education of the National Education Association, published in February, 1949. The inexperienced supervisor will be effectively guided if he adopts and uses the practical suggestions in this publication based on the democratic way of improving the learning situation.

This Yearbook recounts instances in which many people or many groups have worked together successfully and have promoted growth for all participants. It describes a process by which wisdom "bubbles up and trickles down," implying action within the group.

Supervisory action which can bring about improved behavior patterns is described under five major functions: (1) the *stimulating action* function—"Desire to do"; (2) the *facilitating action* function—"Help to get it done"; (3) the *aggravating action* function—"Arouse people to try"; (4) the *co-ordinating action* function—"Use all available resources"; (5) the *evaluating action* function—"Examine achievements and extend goals."

Successful projects are reviewed which show great initiative and resourcefulness. Examples of co-operative enterprise are reviewed, illustrating wise use of teaching films, local activities such as centennial observances, demonstration teaching, unusual culminating activities, and curriculum development. Each is described in meaningful learning situations.

Some guide lines for a supervisor to follow in rendering useful, practical leadership service are provided. The expectation is that the supervisor is a mature person with a well-integrated personality. The book recognizes the great need which

supervisors have for social stimulation as well as professional growth. The premise is that

supervision is good when everyone—supervisor, principal, teacher, children, *all* whose lives are touched—grow. Out of growth comes the power for further growth. What the supervisor is may be as important as what he does.

Warmth and genuineness of personality go a long way toward establishing friendly, confident relationships.

This publication of 242 pages can be obtained from the National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C., at \$1.00 per copy. Discounts are allowed on quantity orders.

MATERIALS FOR CONSERVATION EDUCATION

The attention of elementary school personnel is directed to the following teaching aids in conservation education that are available for schools without cost from the Bureau of Textbooks and Publications, State Department of Education, Sacramento 14, on requests from superintendents of schools.

Guidebook for Conservation Education: A Proposal for a Program of Action in the Schools of California. Sacramento 14: Published by the California State Department of Natural Resources in co-operation with the California State Department of Education, March, 1950. Pp. 48.

This publication presents a program of conservation education based on the Recommendations of the Subcommittee on Conservation Education of the California Committee for the Study of Education and endorsed by the State Department of Education. The printing of the pamphlet was financed by the Department of Natural Resources in order to provide necessary information and give added impetus to the teaching of conservation in California. It includes a definition of conservation, detailed statements of 12 specific goals of conservation education, a statement of the philosophy of conservation, and specific recommendations for the teaching of conservation by adequately trained personnel, using of texts and reference materials dealing with the Pacific Coast and stressing the integration of this subject with other subjects and experiences in the curriculum.

The bulletin also contains an extensive list of state and federal agencies charged with the management and protection of natural resources in California, and a descriptive directory of 21 private organizations in California and the nation concerned with conservation programs. Eleven pages are devoted to a selected bibliography of instructional materials and a list of sources of audio-visual materials on conservation.

Copies of the *Guidebook* are being distributed to county, city, and district superintendents of schools, elementary and secondary school principals; in addition, each State College and accredited teacher-training institution will receive a number of library copies. A sufficient number are also being sent to county superintendents of schools to provide for distribution to the one- and two-teacher schools under their jurisdiction.

The guidebook should serve as a useful instrument for evaluation of present programs in conservation, as well as a source of valuable information for the furthering of conservation education in the state. Additional copies may be requested by superintendents of schools to meet specific needs of supervisory staffs and teaching personnel.

DASMANN, WILLIAM P. *Basic Deer Management (A Story with Pictures)*. Reprinted from *California Fish and Game*, XXXVI (July, 1950), 251-85. Sacramento 14: Conservation Education Section, Division of Fish and Game, State Department of Natural Resources, 1950. Pp. 36.

This story was written by a professional game-range technician for the official periodical of the State Division of Fish and Game. In brief text related to 34 half-tone illustrations, he explains the relation of the supply of forage to the number of deer on the range, the effect of fire on this native food supply, the damage to field crops and orchards by hungry deer, and the threat to water conservation by over-grazing. This is an example of the application of scientific methods to the management of a single type of wildlife, showing how conservationists can intervene in nature's cycles so as to preserve the best values for all concerned. Wise management means holding the herds and forage in balance and improving both, keeping the farmers and the sportsmen content as well.

SCHOOL WILDLIFE LEAFLETS. Sacramento 14: Division of Fish and Game, California State Department of Natural Resources.

- Leaflet No. 1. *The California Valley Quail*
- Leaflet No. 2. *Trout of California*
- Leaflet No. 3. *Salmon of California*
- Leaflet No. 4. *The Beaver*
- Leaflet No. 5. *The Striped Bass*

These are illustrated 4-page leaflets written for use in the fourth and fifth grades and published by the Division of Fish and Game for distribution by the State Department of Education. Each leaflet has a color plate on the cover and at least two pages of accurate data presented in simple, direct form and printed in large, clear text. Some have maps and sketches. Other subjects in preparation for later issues in this series are pheasants, antelope, deer, mackerel, abalone, sardines, tuna, and barracuda. Other wildlife under consideration for the series include bear, black bass, rabbits, ducks, sage grouse, hawks, owls, and tree squirrels.

PREJUDICE IN TEXTBOOKS

Prejudice in Textbooks is a recent publication, Number 160 in the Public Affairs Pamphlet series. This 32-page pamphlet, prepared by Maxwell S. Stewart, is based on a 236-page report entitled *Intergroup Relations in Teaching Materials* which was sponsored by the American Council on Education and published in 1949 through a grant from the National Conference of Christians and Jews.

A study of 315 volumes revealed that the textbooks and courses of study examined were, with few exceptions, free of intentional bias toward any group in the American population. Many instances were discovered, however, of careless wording that would re-enforce stereotypes and perpetuate antagonisms.

Failure to personalize the importance of civil liberties and the responsibility for voting, inadequate treatment of the importance of groups in American life, and failure to tell the whole story in regard to the contributions of immigrants were noted. Texts for elementary schools emphasized the "melting pot" idea and gave little importance to the concept of a cultural democracy based on "diversity within unity."

This is an important and useful publication for curriculum directors, supervisors, principals, teachers, and librarians.

The pamphlet may be obtained from the Public Affairs Committee, Inc., 22 East Thirty-eighth Street, New York 16, N. Y. The cost is 20 cents a copy, with reduced rates offered for larger orders.

THE ELEMENTARY SCHOOL ADMINISTRATOR AND THE IMPLEMENTATION OF THE FRAME- WORK FOR PUBLIC EDUCATION IN CALIFORNIA¹

JAY DAVIS CONNER, *Associate Superintendent of Public Instruction; and
Chief, Division of Instruction, California State
Department of Education*

THE SIGNIFICANCE OF THE FRAMEWORK STATEMENT

The true significance of the Framework statement² does not lie in the fact that it brings any new or startling proposals for the organization and conduct of instruction in the public schools of California, but rather in the fact that for the first time we have a single statement of educational purposes and guiding principles to cover the entire range of educational activities from the kindergarten to the junior college and to the adult levels. Heretofore, the basic statements of instructional programs have been developed independently by groups working at different levels. Although these basic documents, independently arrived at, have many similarities in terms of a common operative philosophy, they still reveal definite divergence in emphasis upon various principles of action and procedure in carrying out operative programs. Now we have a single statement to serve as the directive, unifying force in the further development of the instructional program at all levels. If the program encompassed

¹ Address delivered at the Annual Conference of California Elementary School Administrators, April 3, 1950, Hollywood, California.

² During the past three years, a state-wide committee has been working to develop a Framework for Public Education in California, to include the purposes for which schools have been created and maintained, the scope of the services that should be offered, and the principles that should apply to the organization and conduct of these services. The original statement was revised and reissued several times. Working Draft Number Five, published in the *California Journal of Elementary Education*, XVII (May, 1949), 208-51, was reprinted in quantity for wide circulation among personnel on all school levels. The final draft, incorporating suggestions from practically every professional group in the state, will be published as *A Framework for Public Education in California*, Bulletin of the California State Department of Education, Vol. XX, No. 6, November, 1950.

in the Framework statement is put into practical effect at every level during the next few years, it can have a tremendous influence in ending the senseless bickering, conflict, and misunderstanding between elementary and secondary school people, between the humanities and the practical arts people, between school people and lay citizens. The reception accorded the statement in its developmental stages indicates clearly that the basic platform of action principles is acceptable to all groups.

THE IMPORTANCE OF THE FRAMEWORK TO THE LEADERS OF ELEMENTARY SCHOOL PROGRAMS

The elementary school group has a greater stake in the Framework and what it stands for than does any other professional group. The elementary school program more than any other has pioneered and paved the way to the creation of a truly child-centered, community-centered, life-centered, as opposed to a subject-centered, school. It has been and still is in many centers the object of more or less continuous sniping and attack both from professional and lay groups for its boldness in instituting these reforms. Now at last we have a broad platform of guiding principles that incorporates all the things which you as elementary people have stood for and believed in, but this statement is now the basic document for the program at all levels instead of just one level. It goes without saying that we are counting on you, depending on you for the same kind of intelligent, enterprising leadership and action in putting the Framework to work in our schools that you have hitherto shown in working out newer and better practices in your schools. You are in a position by your example to exercise leadership in a broader area than you have ever before done.

The Framework project has now reached the stage of implementation. In its final printed form as a complete report, the Framework means little more than the paper upon which it is printed, except as it is carried into the next or action stage by those who exercise the responsibility for educational leadership. The committee has done its work, and I think has done it exceedingly well, in bringing together the earnest thinking of all groups

in formulating the descriptions of the kind of a program we ought to have. But in the elementary schools of this state you are the only people who can make this program go to work. Only you and the teachers in your school staff can create the specific educational environment that will affect the boys and girls who spend from six to nine years of their lives—their most important years—in school. The Framework means nothing at all except as the kind of educational environment it contemplates is actually created by you and your teachers.

My presentation is therefore directed to you elementary school administrators and the job of leadership you face in putting the Framework to work in your school and in your community. My remarks have been selected to deal specifically and directly with the job that you and only you can do.

THE ROLES OF THE ELEMENTARY SCHOOL PRINCIPAL

You have three principal roles to play. All three of these roles are interdependent and must be planned and carried out with reference to one another, but each carries very specific responsibilities and requires special techniques. In the first role you are cast as a community leader, striving to create a community or neighborhood which will allow you and assist you to carry out in your school the kind of educational program the Framework advocates and outlines. In the second role you are the leader and director of a series of organized activities within the school you administer, and it is your initiative, your intelligence, and your skill as a curriculum expert and a director of human relationships that determines whether much or little will happen in your school by way of implementing the Framework. In your third role you are a leader in the educational profession outside your immediate school, and the way you succeed or fail in living up to your responsibilities in this role may have much more to do with the effectiveness of your school program than you have thought possible.

Always in attempting to analyze educational needs and to plan appropriate steps to take I find it useful to organize my thoughts into two categories, and work back and forth from one

to the other as I try to puzzle my way through an intricate problem of leadership. I am going to use this approach this morning in dealing with the three roles of the elementary school principal in implementing the Framework. First I shall list some of the problems the principal must solve, and then I shall consider the kind of *action program* which can lead to the solution. By stating the problem I clarify in my thinking where I am going or want to go, and by listing the resources available for my action program I bring together all the things I must do to get there. Added together the two ought to equal my job. Then the only question left is whether I equal my job.

THE PRINCIPAL AS A COMMUNITY LEADER

As a community leader my job purpose and my problem is to broaden the concept of the citizens in my community or in my neighborhood (if I am a principal in a city school system) as to the place which the school occupies in American life and the scope of activities which must be included in the school program if the public schools are to do all that children need and that our society needs. I find that too many parents in my community look upon the school as a sort of single purpose agency—somewhat as they look upon a laundromat, where they take dirty clothes and put them inside a gadget, turn the switch, and by and by the clothes come out clean. Ask anybody what a laundromat is and he'll tell you it's to wash clothes. Ask lots of citizens what a school is and chances are ten to one they'll give you answers in terms of some specific subjects studied in school. "Why," one may say, "the school is to teach children to read." Maybe he'll list a few more subjects, but at present the chances are pretty slim that he'll get farther than the subjects unless he happens to be a member of the P. T. A., and even then it's not a sure thing. Let's not be too sure of the amount of understanding the citizens of our communities have about what we are trying to do, or of the ideas they have at present about our schools.

Have we done a good job of interpreting the purpose and scope of our educational program? No, I'm afraid that much

remains to be done. As an educational leader I must involve myself much more intensively in a program designed to develop a real, lasting, and operative understanding and acceptance of the totality of educational purposes. I must create a favorable climate of community opinion based upon some convictions about what children need and must have, that will support me and my staff in trying to create a total educational environment that will contain all the vitamins needed for a balanced and healthy kind of growing-up experience for boys and girls.

What resources are available? What kind of action program can I devise? Well, perhaps I ought to look around a bit and see what others have done who have tried to influence public opinion. I might study what the "father" of public relations in America has to say on the subject—Ivy Lee, so-called because he was the first one ever to be employed specifically to bring about a predetermined change in the public mind. He was employed by the Rockefeller family at a time when in the American mind the name of Rockefeller was synonymous with all that was evil about big business—the "robber baron" concept of grasping, ruthless, heartless exploitation of both human and material resources. John D. Rockefeller, Senior, was commonly portrayed in cartoons and press as a mean, hateful person interested only in money and power and as one who was utterly ruthless in his drive to build an empire from oil. In twenty years Ivy Lee changed the concept of Rockefeller in the American mind so that in the closing years of his life he was portrayed always as a kindly old man who gave dimes away to people as he took his daily walks. Ivy Lee had the whole American public feeling sorry for Mr. Rockefeller because of his weak stomach and the fact that in spite of his wealth he couldn't enjoy a decent meal. The American people forgot all about how Rockefeller got his money, and remembered only that he was giving huge parts of it away in foundation grants to improve the quality of American life, and today the name is almost synonymous with a great public benefactor. So Ivy Lee's thoughts ought to be worthy of some consideration by me as I plan how to become a more effective leader in bringing about a favorable climate in my community.

Here are some of Ivy Lee's principles of action:

1. Regardless of the size of any community there will be approximately twenty persons whose opinions on any matter will sooner or later become the articulate "mind" of the whole group. If these twenty to twenty-five people can be brought to one mind, the community will act as a group on that issue.
2. These "natural" leaders will invariably be found in the organizations which represent the chief interests of the community.
3. These leaders are usually from the middle class.
4. They are unusually sensitive to "causes," and when such "causes" appeal to them as sensible and practical they will fight for the things they believe in.
5. They become interested in specific causes only when they are personally identified with those causes.
6. They will become personally identified only as they have had a part in planning as well as in carrying out specific enterprises.

I will therefore identify myself with the organizational life of my community, and I will encourage my teachers to become a part of, and play active roles in, organizations that represent all the aspects of community life—churches, service clubs, fraternal, civic, economic, social, youth, and welfare organizations. I will try to identify these natural community leaders, and then I will try to involve them in planning and participating in the development of a community mind about the place my school ought to occupy. I will create advisory committees on many limited objectives of my program and I will invite these and others to sit in with me and my teachers to plan out the steps by which we may achieve certain objectives that are good for my school and good for the community. I will involve all parents in a continuous program of study and understanding of school objectives and school practices through opportunities to observe and discuss classroom teaching procedures, to participate in enriching the opportunities of their children by helping to plan for special experiences and events for the pupils. With my teachers I will list each year all the ways in which citizens can be directly involved in activities that will appeal to them as important and interesting and that will help them to see and understand the

importance of the larger role that school plays in the lives of growing boys and girls.

THE LEADERSHIP ROLE WITHIN THE SCHOOL

In my school I have two leadership roles. The first is with the boys and girls, the second is as the professional leader of my faculty. My problems as a leader of the pupil group grow directly from the things I want to do for them, and they are pretty definite, and they go a lot farther than just the learning of lessons day by day. Above all else I want school to be a happy place for every child—a place where every child is glad to be because school is so much fun, so satisfying. In my school there must be no second-class citizens, no boundaries to personal friendships, no rejection of any child by anybody, teacher or pupil, on any permanent or serious basis. Second, I want the series of planned activities of my school to cover all the types of experience that are necessary to provide a well-rounded, balanced development of children as people, not just as students. Third, I want the kind of school program where boys and girls will acquire the habits and skills of living in a democracy by the process of practicing these skills under satisfying conditions in their daily school life for a long, long time before we start the process of rationalizing and intellectualizing these habits and skills. I don't want my teachers to have to lecture children about what they ought to do; I want them, rather, to help my boys and girls to see that when they have worked out good ways of handling group situations things are done more easily and in ways more satisfying to all than when less effective patterns are followed. I want children to discover these things rather than to accept them because "teacher said so." Lastly, I want my school to afford many, many opportunities for high points of achievement for the children, both as individuals and as groups. I recognize that in academic work these high points of achievement can't really go all around, because those of superior intellectual capacity will achieve self-realization and those of inferior intellectual capacity will come to recognize their limitations in this field of human enterprise in

spite of anything I or my teachers can do. But I will try to arrange for achievements in many areas of human endeavor, and I will see to it that no child is permitted to get the idea that he is not a valuable or important member of the group.

In planning my action program I will try to remember that not all people in my community lead highly intellectual lives; that, in fact, many of the most respected people rarely go in for the "highbrow" things, and that it is probably inevitable that a good many of their sons and daughters will grow up to be a great deal like their parents. I'll not get too distressed then, nor allow my teachers to get too distressed, if some of the children evidence a greater interest in the comic books than they do in the carefully screened literary diet we have prescribed for them. But I definitely will try to give my boys and girls a rich program of the activities that reach out into the life stream of our community. I want to make school a lot of fun for parents as well as for children, so I'll tie home and community interests to school by having many activities besides lessons. I'll have kite-flying days in the spring; I'll have pet shows. Sure, it'll muss up the playground and interfere with school work for an hour or two, but it will be fun, and maybe it will help in ways I can't just quite measure on an achievement test.

Then I'll try to organize my playground so there will be a chance for older children to help the younger children with their games. Perhaps I'll have a school council to let the youngsters help plan these ways of running some aspects of school life. I'm definitely going to plan how parents can help provide extra-class experiences. Maybe even in setting up a school camp experience, or some other outdoor education. Of course, I'll have field trips and excursions, including airplane flights, train rides, nature walks, conducted tours of several of the local industries—a dairy plant maybe, a department store, a newspaper plant. And I definitely want my older boys and girls to have a chance to do some useful community jobs. Maybe I will have a junior traffic patrol, maybe community clean-up days. In all these things I'm going to avoid having too much adult-imposed organization, because I

recognize that all these things represent opportunities for children to discover and develop their own powers of organization and social action.

I recognize that in dealing with my faculty I must follow a line of action that is consistent with the things I am doing in the community and among the pupils. I want to help my teachers to broaden the base of their own concepts of their function as teachers. For example, I want them to accept the principle that parent-education is an inherent part of the education of young children. I want them to be excellent teachers of reading, of arithmetic, or social studies, but I want them at the same time to realize that the all-round growth and development of children is more important in determining the kind of present and future citizens they will be than are achievement-test results. I want my teachers to get fun out of teaching, too—rich personal satisfactions; and I realize that if I am to be successful at this I must myself know the psychological bases of satisfaction. Of course I know the importance of adequate salaries and good, wholesome living conditions. Even more important, I know the significance of a wholesome and satisfying personal social life outside school hours. I know the effects, the havoc, that home troubles can produce in terms of nervous strain and in the reaction patterns of normally well-adjusted teachers. I certainly will try to be sensitive to all these factors that play a part in the day-by-day happiness of my teachers, and I will vary their loads, making adjustments as I can here and there to allow for all these factors that play a part. But I will also recognize the deeper and more permanent motivations of professional satisfaction. I will recognize the absolute necessity for every teacher on my staff to feel that I recognize his importance as a member of my faculty, and that I have a real belief in the social significance of his work. I will recognize that it is seldom the *amount* of work that gets teachers down, but more often it is the sense of futility or failure to see a real challenge in what they are doing.

In this connection I recall the famous experiment that was conducted a number of years ago—I think it was Westinghouse that carried out the experiment of selecting a number of their

employees to see where the law of diminishing returns would start to operate by piling on more work. So they selected this group of people and gradually increased the amount of work they were assigned to do, expecting to see a decline in the productivity of the workers as the jobs got harder and harder to do. To their complete surprise, the output of the workers increased steadily as the experiment went along. Finally they had to admit they were licked, for a totally unsuspected factor was entering into the experiment that destroyed the validity of the test. This factor that they hadn't foreseen or counted on was the factor of interest. This group of selected employees, by the very process of being selected out of the whole group of workers for the experiment, had developed a new sense of their importance in the company's whole scheme of things. Perhaps for the first time they had been recognized as individuals. They developed a feeling that what they were doing was important, and as this feeling grew they went at their work with more interest and determination to "make good," and the result was that they were happier and their productivity increased.

So I will try to let my teachers become identified with all my educational planning, and I will try to let them develop pride in their work. I realize that my approach to this must be to take teaching out of the category of a repetitive job of routine activities, so as to let the teachers become involved in a much broader and more challenging type of human planning.

Lastly, I want if possible to bring about a realization by my teachers of the interrelatedness of all human phenomena. For instance, I want to have them avoid the error of thinking of discipline in terms of "good" or "bad" children. I want them to realize and understand that individual and group behavior is a composite of causative factors very closely related to the mental hygiene of the environment in which the children live. I want them to understand that aggressive behavior is not a disease but is the symptom of a disease of another sort and that it can only be cured by seeking out and eradicating the carrier, which is always to be found in the frustrations of an unhappy or unsatis-

fying emotional environment—either at home, in the community, in the school, or in all three.

The first item I will put down under the heading of *Action Program* is "*Increase the amount of time and emphasis on my supervision of instruction.*" There are a number of reasons that impel me to make this number one on my list of actions. Number one reason is that I must have a basis for giving my teachers recognition for the hard work they have done and the real solid achievements they have made. I know that my teachers won't believe me when I tell them they are doing a swell job if I haven't even been in their classrooms to see what they have been doing for a month of Sundays. That kind of soft soap doesn't go over for very long with anybody, because it is recognized for what it is—flattery, not sincere praise. Did you ever work your head off on something and then not have a single soul know the amount of sweat and tears you put into it? Believe me, there's no let-down to compare with the deflation that comes from not having anybody give you credit for hard work you have done. Now it's just simply impossible to be sincere about giving praise and recognition for work accomplished when you and the person praised both know that you don't know what was done or whether it was any good. So I'm going to get into classes just as often as I possibly can, and I'm going to stay in every classroom long enough to get a real picture of something that happened that I can recognize as a good solid achievement. I may see some things that are not so good, and I'll have to be honest with my teacher or she will not respect me very much; but I'm going to see something good to recognize too, and it's going to be something real that she as well as I can recognize isn't just malarkey.

But I have another reason for getting into those classrooms. I also want to have a basis for giving some recognition for the good hard work of individual pupils. I'm going to make a mental note to speak to some boys or girls on the playground or in the hall or somewhere about some special thing I noticed that they had done. Just the sparkle in their eyes would be enough reward, but I also know that every time I do this I am tying that child just a little closer to his loyalty to the school and everything the school

stands for. I can't get close to children or tie them closer to me by flattery any more than I can my teachers. I have to do that on the basis of actual, real accomplishments that both of us know are real. I can't find these things out if I don't get into the classrooms.

Also, I intend to spend as much of my time as possible talking to the parents of my kids, and I'm smart enough to know that there are no words that will sound so good to a parent as the recounting of some school achievement. Whew! have I been embarrassed a few times when I had to talk to a parent and I couldn't even remember what his kid looked like, let alone recall whether he was a good student or a complete washout! After those times I felt like going into my office and holding my head, because I knew I hadn't fooled that parent one bit. He knew as well as I knew that I didn't know one blessed thing about his kid, good or bad, and I knew that I had missed a golden opportunity to have another parent that believed in the school program and would back it right down the line. I heard a story recently about a school administrator who had the son of a state legislator in his school for four years and never once realized that said youngster was the son of said legislator. Later the school administrator had occasion to contact his legislator, and was considerably surprised and upset when the legislator told him bluntly and directly that he didn't think he was so hot as a school administrator and he didn't have much interest in his educational ideas. I can't blame the legislator much.

And lastly, I'm going to get into classrooms because they are the richest storehouse of human-interest events that I know of. I know that when I'm out in the community, when I'm with parents or teachers, everybody expects me to talk about my school —provided my conversation isn't boring. So I am going to keep my storehouse of human-interest stories about children just as chuck-full as I can. I'm going to pay particular attention to those stories which show the real depth of perception which children often display, which reveal the true significance of what is happening to children at school by way of setting high standards of personal achievement and behavior, which show how honest,

how unselfish, how considerate, how loyal, how persevering, how truly big and wonderful kids can be. I will talk about these things that children have done, because I realize that word will get around by and by that that school is a pretty wonderful place, and that maybe word will get back to some of the kids by and by that their principal thinks they are pretty wonderful too, and they maybe will believe it and begin to think it themselves. Yes, this kind of talk is a long-term investment in high standards, but like all the rest, it has to be based on facts—it can't be manufactured in a vacuum. And this kind of gold can only be mined in classrooms. So I'm going to plan to spend fifty per cent of my time, of my total working day, with my teachers and my children in their classrooms or wherever they may be. That's an absolute minimum, and I'm going to shade it toward seventy-five per cent whenever I can.

I guess I'll have regular faculty meetings; in fact I know I will, because there will be a lot of plans that we will have to work out together; but these will only supplement the other contacts I will have with my teachers, because above all else I want my teachers to accept my educational philosophy as they see it in action in specific instances, and I want them to catch my enthusiasms by seeing them actually at work on the firing line—not through sermons I preach in faculty meetings. But a lot of my faculty meetings will be pretty informal, because I'm going to use them to bring in the resource people, supervisors and such, that I want to get out to my school because we're having a problem—we've discovered that a lot of our kids are missing one particular kind of arithmetic problem, and we want to get the dope on how to use the materials that were demonstrated at that fourth grade meeting last October. Yes, I'm going to try to have lots of resource people in my building all the time, and they are going to be there to do very specific technical jobs, to help us in planning, to locate materials, to pin-point certain techniques we are trying to use, and such.

On second thought, I believe I might have a series of faculty meetings on the Framework. I think it might help our all-school planning if we used the Framework statement for a real,

honest-to-goodness, soul-searching evaluation of our over-all school program. It might help us to identify new problems we need to tackle together if we explored the statements in the Framework, and listed down some of the ways in which our administrative practices, for instance, don't square with the philosophy we preach.

THE ROLE OF THE PRINCIPAL AS A LEADER IN HIS PROFESSION OUTSIDE OF HIS OWN SCHOOL

Now, even if I am a pretty effective leader on the community level and in my own school, there are some jobs that I realize I can't do all by myself. I'll never be too secure on my own job and I won't be able to do the things I really want to do if others in other schools are doing things quite differently, particularly if they don't believe the same things I do about what a good school ought to be like. I must be active in my profession outside my own school, because I must promote those things which will strengthen my own program and enable my work to be more effective. Essentially, I must somehow get the support that can only come from a united profession working for common goals. If I don't, then much of the work my teachers and I are doing in the community will be undone by the careless and thoughtless comments that the secondary teachers make. That speech that professor so-and-so made just burned me up—what does he know about an elementary school anyhow? I'll bet he hasn't been inside an elementary school in twenty years.

Yes, there are a lot of problems that need attention that I can't tackle by myself. There are administrative problems, financial, housing, salaries, tenure, pensions, legislation, teacher load, class size, and such where I ought to work with other principals, superintendents, legislators, in coming to some common agreements as to the kind of program we are going to go for. Then there is this whole problem of teacher education, both preservice and in-service. In terms of preservice teacher education, I recognize that we can never hope to have a really united profession so long as secondary school teachers are trained by a pattern so

totally different from that of elementary school teachers. Somehow this almost complete indoctrination of secondary teachers in the goals of scholarship and research in special subject fields is getting more and more in the way of unified action. My community is confused and my teachers are confused when these conflicts are aired, because they really are very fundamental conflicts in basic value systems, professionally speaking. Somebody has got to do something to resolve these differences and these conflicts. I must play my part, else we may be submerged or just plain lose by default.

Then too, I want to see kinds of in-service education opportunities that are more directly useful to my teachers and my school. I like these recent workshops where there isn't so much reading out of books but a lot more emphasis upon demonstration of techniques and actual production of materials to use in teaching. I like them too, because they are short, intensive periods of work on very specific and rather limited objectives, and when my teachers come out of one of them they really feel that they have gained something they can take hold of, that they know how to get to work and do something about the thing the workshop was about. I wish it were not so all-fired important to get advanced degrees and to give credit for these workshops. I wish there could be more workshops set up just because the things were useful to teachers, without worrying about whether they fit into a credit pattern.

Then there are some other problems, such as articulation between elementary and high school; and we really ought to be together on how we group pupils for instruction, how we promote them, how we report to parents on their progress. I know lots of my parents are confused, and my pupils too, when they go to high school, to find everything so different in high school from anything they have been used to in my school. Am I all wrong? Should I do things which don't seem right in my school just because they do them that way in another school? If they are right for twelve-year-olds, why aren't they right for thirteen-year-olds?

Well, the more I think about it the more I believe that I ought to list down some items under *Action Program* to deal with these problems. My state association has been very active in studying various administrative problems, and quite a bit has been done in the professional improvement of the elementary school program. I wonder if the state program couldn't include some study of these problems that cross boundary lines and cause confusion and trouble both with the public and in our own professional family? Perhaps if I suggested it we might set up some co-operative study committees with the other professional organizations that would come out with some helpful lines of action. By all means, we should set up some working relationships with the state supervisors, because they are our natural allies—working for just the same sort of things we want to have happen. We could probably get a lot of help and get some things done if we worked with the California Council on Teacher Education. I'll bet that a committee, or perhaps a group of committees jointly formed with the elementary and secondary principals, would come up with some very practical ways of promoting better articulation, and more common procedures for report cards, graduation, and the like. And we could set up regional committees to work with the teacher-training institutions of a given area on the kinds of in-service education opportunities which would best serve our needs.

Coming closer to home, I'm going to list, as a "must," to be more active and more vocal in my own local professional groups. I'm going to speak constantly in favor of more uniform principles of curriculum organization, of promotion, for the elimination of over-departmentalization in the upper grades and secondary schools, for cross-fertilization of ideas by having curriculum committees made up of teachers and administrators from both elementary and secondary schools. And I'm going to add my voice to those who are moving for the unification of school districts in California, for I realize that it is ever so much easier to get together and work out problems when we are all members of the same professional family than when we are independent and each one a law unto himself.

When I try in this way to think through the many specific things I must do to fulfill my role of leadership in my community, in my school, and in my profession, I realize more than ever how inadequate I will be if I allow myself to become submerged in the routine administrative tasks of my office. I am encouraged however by a realization that all of these activities are inter-related, that as I do a good job in any one of these areas I am making my task easier in all the others. I will therefore organize my time so as to give an over-all balance to my working day, week, and school term. Then in the long run, though I may be disappointed in my achievements in one area, this disappointment will be offset by my successes in many other areas. I shall get my reward in a growing sense of the power of my leadership as I see my school becoming more and more the focal point of progress in my community and in my profession.

THE FAIRPLAY SCHOOL ORGANIZES FOR ACTION¹

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I

Paul, a tall thin nine-year-old, walked aimlessly along the rows of cotton. He often went into the fields in the early morning when the other children were getting ready for school. Paul liked to look at the frost on the cotton stalks and feel the soft earth under his feet. Sometimes it was too cold to go to the fields. Then he went into the farthest corner of the shack that he called home and waited until his brothers and sisters had gone. One day—he didn't know just why—he ran after them and pelted them with clods.

Paul could neither hear nor speak. He had never been in school.

II

A woman who had seen Paul wandering around during school hours spoke about him to Mr. Likespeople, the principal of the small elementary school in the rural community where Paul lived.

Upon discovering that Paul was deaf and could not talk, Mr. Likespeople wrote about him to the California School for the Deaf. He was informed that if Paul were in good physical condition, he would be admitted to the school when there was a vacancy.

Another woman in the community, on hearing from the principal about the case, offered to pay any expense that might be necessary in connection with a physical examination for the boy. Paul had bad tonsils and adenoids, and he was seriously underweight for his height and age.

¹ A true story of a local health council in a rural California community.

When his physical condition had improved, the speech teacher at the elementary school thought she might be able to do something for Paul while he was waiting for admission to the School for the Deaf. Paul came to school and was entered in a class of children his own age. The speech teacher gave him special help in the afternoons.

Mr. Likespeople, the school principal, is well known and liked by the people of Fairplay. He has lived in the area most of his life and has shown real concern for the welfare of the community. When Paul's case was reported to him, he knew the people who would be most interested, informed them, and took them to see Paul.

He frequently invites guests to lunch at the school cafeteria and points out individual children who need help. He has a habit of encouraging individuals and groups to work on school problems, of making everyone welcome at the school, and of expecting his teachers to consider making children happy an important part of their job. He always appreciates services and financial help and gives them suitable publicity and public recognition.

III

As a result of the interest aroused by Paul's problem, a number of things have been happening in Fairplay.

A. The Fairplay Health Council has been organized.

Who belongs?

Representatives of community organizations: Chamber of Commerce, Garden Club, Parent-Teacher Association, Y. M. C. A., Baptist Church, American Legion Auxiliary, Eastern Star, Kiwanis Club, and other community groups

School representatives: school nurse, speech correctionist, audio-training teacher, high school principal, elementary school principal, cafeteria manager at the elementary school

Interested citizens not connected with any organization

What does the Health Council do?

It educates the school and the parents on problems of health. The elementary school releases a teacher part-time to serve as co-ordinator of the school health program.

It provides for physical examinations, including dental. It plans for remedial and health care.

It co-ordinates the services of the welfare agencies and the programs of the Tuberculosis Association, Crippled Children's Society, and the churches.

How does it work?

Four doctors donate time for physical examinations.

Three dentists donate time for dental examinations and also for remedial work in cases where families cannot afford to pay for it.

The health council pays for the materials used and provides transportation for mass appointments.

B. An Auditory Training class for hard-of-hearing children has been established in the elementary school.

Through amplification of speech and other sounds, hard-of-hearing children are helped greatly to master speech and language and tool subjects. Two families have moved into the district so that their children may take advantage of this training.

Seven deaf children at the school also use the hearing-aid equipment. By feeling the vibrations of amplified sound these children are able to get help in rhythmical activities and speech, even though they are unable to hear spoken words.

C. A nutrition and welfare program is under way.

Forty to 50 children work at various tasks around the school to pay for their lunches.

Children who need help get it. The principal says, "I honestly try to do something about every problem."

- D. Health councils have also been established at East Fairplay, Fairplay High School, and the nearby community of Good Hope.
- E. Special training classes for physically handicapped children have been started in the nearby city.
- F. Children who have been unhappy and helpless charges have good chances for happiness and effective citizenship.

One 17-year-old is captain of the high school football team. He speaks very little and uses a hearing aid.

A kindergarten child, leaving the auditory training class, ran to kiss the school principal, who said in response, "That's nice. How lucky I am!"

A mother brought her eight-year-old daughter, who was deaf, to the school. The principal welcomed both. The mother, whose child had had no previous opportunity for schooling, burst into tears from sheer gratitude for the friendly greeting.

IV

What has brought these things about? The woman who reported Paul's case started it. The principal and the co-ordinator of health education and the county school office helped. The people of the community working together did the job. The wealthy gave money, many gave time and effort. The citizens can and do say, with pride, "We did it. We provided for Paul's education in the community in which he lives." They also say things like the following:

"The Fairplay school bonds passed. One hundred ninety-three people voted for them and three against. They say one man came to the school principal and apologized because he and his wife had had such bad luck they felt they just had to vote no. You've lived here long enough to know who cast the third vote against the bonds."

"That school has such good public relations, they don't know they have any."

"You go to this school, and it's more like a home."

A LITERATURE DIET FOR YOUNG CHILDREN

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No argument needs to be made in defense of the thesis that one quality of good citizenship is the ability to do critical thinking. While many factors make up this ability, it is obvious that thinking based on false information can only lead to inaccurate conclusions. A person's store of information is gathered through many channels, one of which is the literature he reads. The article which follows deals with the concept-building phase of the problems involved in the reading of literature; and within that scope, it is limited to the factors that concern young children.

A comparison of literature with food may appear to be far-fetched. However, there are some common factors in their use for children. An infant who is well cared for will be restricted at first to the drinking of milk. As he grows, his needs will make other foods necessary. He will not be left to choose whatever foods he wishes until he has learned to discriminate between that which is useful and that which is harmful. He may, when he is older, eat foods which are more or less unnecessary to his physical needs. He will, however, recognize that such foods are eaten purely for enjoyment and that he should not eat them in place of foods necessary to his nutritional needs. In other words, the discriminating eater maintains a balanced diet.

As in the case of food, the child's diet of literature should be supervised. He should be helped to discriminate between the factual and the fanciful until he has learned to regulate his reading according to his needs.

In the selection of a child's literature, whether it be stories told or read to him, care should be taken to adapt the diet to his need. The first materials presented should include a large proportion of stories that are true or could be true; that is, they

should be based on real life situations so that they will add to the stock of information used in thinking. Inaccurate ideas can only lead to inaccurate thinking. As a child grows in his thinking processes (which is another way of saying that he accumulates accurate information and thinking skills), he should be taught to recognize statements that are inconsistent with the information he has already acquired. The use of fantastic stories to teach children to recognize the unreal has no place in the education of a very young child. Until the child has reached sufficient independence in thinking, stories of a fantastic nature should make up something less than the bulk of his literature diet. Fairy tales and other extreme departures from reality should be limited. Care should be taken to see that only relatively small amounts of fantastic materials are presented in relation to the amounts of factual materials; otherwise, the continual repetition of fantasy may confuse the child so that he believes that which is not true. Only the person who has strong convictions can resist the impact of repeated contrary statements. This parallels the case of a child's food; only the individual who has a strong desire to maintain a balanced diet is likely to resist constant temptations of candy or similar items.

As a child progresses in experience, both direct and vicarious, he should be taught to discriminate between what is logical or consistent with his experience and what is illogical or inconsistent. If he is developing socially in a normal way, he should not need merely "escape" literature to satisfy his emotional needs. He should be able to plan within the limits of possibility instead of resorting to daydreaming or wishful thinking. Imagination so controlled is desirable and will contribute to successful achievement. The daydreamer or the escapist may tend to withdraw into himself, becoming more and more introverted and so set the stage for possible intense disappointments which he may be impelled to counteract by further escape techniques.

Occasionally the statement is made that children between the ages of about five and eight should be provided with an unlimited amount of fantastic material because interest polls indicate a desire for such literature. The same children will probably

choose excessive amounts of candy and ice cream in preference to more substantial foods. In the case of literature as in that of food, many children can be led to enjoy factual literature in place of fantastic stories, just as they learn to choose substantial food in place of less desirable varieties. Guidance in the selection of literature is necessary and desirable.

The idea that limiting the fantastic items in the child's literature diet inhibits imaginative ability is, to the writer, considerably overrated. It would seem more desirable to have imagination directed to channels of feasibility than in the direction of impossibility. The best social and material progress is based on a realization of true causal relationships and not on uncontrolled imagination. This is not to say that literature of the imagination has *no* place in a young child's life. Small boys and girls react pleasantly to the rhythm of nursery rhymes even when the content is entirely nonsensical. Fairy stories often provide the vehicle for vicarious experience in the triumph of good over evil and for many other worthwhile social concepts, even though the stories themselves could not have taken place. This concession does not materially weaken the argument that learning to think critically should have its beginnings with the child's first experience with literature and that true-to-life stories must be provided in large enough proportion to make a substantial contribution to such learning.

In one community an attempt has been made to influence the use of young children's books in relation to their trueness or untrueness. The participants in the program included librarians, teachers, parents, and children.

Since parents and teachers wanted to guide the children in the selection of literature, it seemed most efficient to mark books according to certain categories thus saving time in making selections and aiding tabulations of circulation. The marking was not intended to replace effective discrimination on the part of the children. This procedure might not have been desirable if it had not been accompanied by a definite program of teaching boys and girls how to differentiate between true and untrue stories.

The story books intended for young children in the school and community libraries were classified according to whether they were true, could be true, or were fantastic. Each kind of book was marked so that it could be readily identified in this respect and was also separately shelved. The marks were placed inside the front covers. Stories which were true were marked "Type I. THIS IS A TRUE STORY." Those which could be true because they were based on true facts were marked "Type II. THIS STORY COULD HAVE HAPPENED." Stories which were based on accurate information, with the one exception that the power of speech was ascribed to some of the animal characters, were marked "Type III. MOST OF THIS STORY IS TRUE. WE KNOW THAT ANIMALS DON'T TALK, BUT THE OTHER THINGS THEY DO IN THIS STORY ARE TRUE." All other stories that deliberately departed from reality, such as stories of fairies, elves, goblins, personified animals, and the like were marked "Type IV. YOU MAY FIND THIS STORY FUN TO READ EVEN THOUGH IT COULD NOT BE TRUE." Any stories that pretended to be true and yet obviously were based on inaccurate information were discarded, since young children could not be expected to discriminate sufficiently to avoid being misled.

Teachers in nursery school, kindergarten, and elementary grades taught the essential attitudes and abilities needed in critical thinking. The following attitudes were stressed through varying teaching techniques: (1) wanting to know the truth, (2) withholding judgment until sufficient evidence has been gathered, (3) permitting new evidence to change one's point of view, (4) questioning sources of information, and (5) wanting to be free from prejudice. Among the basic abilities taught were the following: (1) how to discover the expertness of an author, (2) how to determine the recency of a statement, (4) how to distinguish between statements of fact and statements of opinion, and (4) how to cross-check a book with itself, and one author with another author. Parents and teachers were encouraged to take advantage of incidental situations to help children think about whether Joe was likely to know what he was talking about when he said, "I know a man who has ears so big he can fly."

Or whether Susan was right when she said, "I saw a big ocean steamer at Sacramento." Or whether a newspaper story about a new fertilizer that could make all plants grow to four times their normal size could be correct. Other devices included practice exercises in cross-checking, locating information about writers, and locating statements of opinion in material also containing statements of fact; class discussions were held regarding statements which might express prejudice rather than objective opinion.¹

Of course, the teaching at the lower levels was much more elementary than at the higher levels. No attempt was made to teach children cross-checking skills below the fourth-grade level. On the other hand, even kindergarten children could learn some of the rudiments of determining whether a person is qualified to speak on a given topic. Teachers were urged to expand the reading diet as described earlier in this article.

Parents and teachers are encouraged to avoid deceiving children into believing in Santa Claus, the Easter bunny, ghosts, witches, and other traditional fantastic characters. Stories about these were occasionally read, but with the understanding that "while we know they are not really true, we read them for fun." There was no evidence that the children enjoyed these stories any the less for recognizing them for what they are.

Parents were urged, through bulletins and group meetings, to participate in the program set up by the school for influencing the kinds of literature to which their children were exposed. Not all parents took the suggestions seriously enough to be of much help, but many parents were interested and took an active part in developing discriminatory abilities in their children. Some children approached the librarians saying, "Mama wants me to bring home a Type I or Type II book." Occasionally reports reached school concerning the awareness of members of a family regarding literature types. Some children and some parents reported that they made co-operative classifications of stories read in children's magazines or books found in home libraries.

¹ For further suggestions, consult the manuals accompanying modern reading series, or Chap. 14 in Paul McKee, *The Teaching of Reading in the Elementary School*. Boston: Houghton Mifflin Co., 1948.

Records kept by the librarians indicated that books of Types I and II were circulated at a rate of five to two as compared with books of Types III and IV. Undoubtedly, the efforts of teachers and parents caused many children to read books that were based on fact in preference to books that departed from reality.

While no formal test of children's abilities to discriminate between truth and fantasy was made, some evidence was available through remarks made by boys and girls regarding the truth of ideas they had heard or read. One child developed a habit of questioning remarks by saying, "Are you positive?" Another child was heard often to remark, "How does he know?" These statements were not made in the attitude of "smartness." The evident lack of faith among many young children regarding Santa Claus and the Easter bunny added further evidence.

An examination of the procedure followed by the school reported herein would lead to the conclusion that for practical purposes there is no reason why literature of Types I and II could not be combined into one classification. Types III and IV might well be left as they are. Then only three general classifications would have to be considered in the child's literature diet as it pertains to the important ability of distinguishing fact from fantasy. Other important items to be considered in choosing children's stories should not be overlooked, such as the difficulty of concept; vocabulary load; size of print; length of sentence; kind, appropriateness, and quantity of illustrations; interesting or amusing incidents related; and the like.

In the interests of reducing gullibility, a program of graduated and balanced diet of literature is a "must," both at home and at school. Such a program should have some important effect in reducing belief in superstition, propaganda, gossip, and false advertising. Logical thinking, based on accurate information, is one ingredient necessary to good citizenship.

Following are lists of some books classified according to type.

"Type I. THIS IS A TRUE STORY."

Leaf, Munro, *My Book to Help America*. Racine, Wisconsin: Whitman Publishing Co., 1942.

Designed especially to suggest ways in which boys and girls can assist their country in time of war, this book with its clever illustrations will attract children of all ages.

Kelab, Theresa, *Watching for Winkie*. N. Y.: Longmans, Green & Co., 1942.

Children from third grade and up will enjoy reading this true war story of a boy and a pet pigeon. Younger children will be interested if the book is read to them.

Rhoads, Dorothy, *The Story of Chan Yue*. Garden City, N. Y.: Doubleday, Doran & Co., Inc., 1941.

Here is a true story of a deer, one of a small variety, the bracket deer, from its birth in Yucatan to its later life in the National Zoo in Washington. Especially interesting to boys and girls from six to ten years of age.

Smith, Nila B., and Troxell, Eleanor, *Hop, Hop, Hop!* New York: Silver Burdett Co., 1938.

The story of toads and frogs is interestingly told for young readers.

"Type II. THIS STORY COULD HAVE HAPPENED."

Anderson, C. W., *Billy and Blaze*. New York: The Macmillan Co., 1941.

The fine drawings and simple text of this horse story will appeal to boys and girls from second to fourth grade.

Austin, Margot, *Willamette Way*. New York: Charles Scribner's Sons, 1941.

Third- and fourth-grade children will enjoy reading this story of western pioneer days.

Bemelmans, Ludwig, *Hansi*. Eau Claire, Wisconsin: E. M. Hale & Co., 1934.

Hansi enjoys a vacation in the Austrian mountains where amusing incidents occur. The content is suitable for third and fourth grade children.

Clymer, Eleanor, *A Yard for John*. New York: Junior Literary Guild, 1943.

Because John was bored with his apartment-house living, his parents moved the family to a house with a yard. His experiences at the new home are delightful. This book will probably need to be read to children with less than third-grade reading ability.

De Angeli, Marguerite, *Up the Hill*. Garden City, New York: Doubleday, Doran, & Co., Inc., 1942.

The story of a Polish girl and her family living in a Pennsylvania mining town.

Flack, Marjorie, *The New Pet*. Garden City, N. Y.: Doubleday, Doran, & Co., Inc., 1943.

This book is intended to prepare children for the coming of a new baby. Good illustrations and an element of suspense should interest children from ages three to ten. The text can be read by most second-grade boys and girls.

Furbush, Lydia, *Circus Parade*. New York: The Macmillan Co., 1942.

A profusely illustrated trick book such as this will delight children from ages three to eight.

Gay, Zhenya, and Crespi, Pachita, *Manuelito of Costa Rica*. New York: Julian Messner, Inc., 1940.

The foreign setting limits this interesting story to children of third grade and up. The reading difficulties are few.

Lathrop, Dorothy P., *Presents for Lupe*. New York: The Macmillan Co., 1940.

Extraordinary pictures add to the fine story of a pet South American squirrel. Children from nursery school to middle grades will enjoy this book. It can be read by most third-grade children.

Newberry, Clare Turlay, *Mittens*. New York: Harper & Bros., 1936.

Youngsters will enjoy both the text and pictures of this cat story. It may be read to children ages five to seven; most older children can read it themselves.

Perkins, Lucy Fitch, *The Dutch Twins and Little Brother*. Boston: Houghton Mifflin Co., 1938.

In a Dutch setting, two children carry on amusing activities understandable to children everywhere. Fairly simple vocabulary, large print, and a generous number of drawings make this book easy reading for advanced first-grade or for second-grade children. It may be read to younger boys and girls.

Walker, Marian, *The Little Red Chair*. New York: The Macmillan Co., 1940.

The author, a former nursery school teacher, intended this book of stories for children aged three and four. Large, brightly colored pictures add to the pleasure of hearing the stories read.

"Type III. MOST OF THIS STORY IS TRUE. WE KNOW THAT ANIMALS DON'T TALK, BUT THE OTHER THINGS THEY DO IN THIS STORY ARE TRUE."

Linderman, Frank B., *Stumpy*. Chicago: E. M. Hale & Co., 1933.

The exciting adventures of Stumpy, the chipmunk, are told in the first person. Good readers in the second grade can read this book for themselves. The illustrations are few and small.

Parsons, Philip B., *Puppy Tales*. Springfield, Mass.: McLoughlin Brothers, Inc., 1940.

Almost all children love puppies and no young dog lover will fail to appreciate this story of Nippy. It can be read by second-grade children.

Sewell, Helen, *Blue Barns*. New York: The Macmillan Co., 1933.

According to the author, this is a true story of two big geese and seven little ducks. The many full-page illustrations are good. Most second-grade children can read it.

Williamson, Hamilton, *Stripey*. Garden City, N. Y.: Doubleday, Doran & Co., Inc., 1942.

Well-illustrated and interestingly written, this story of a little zebra will excite children from nursery school to primary grades.

**"Type IV. YOU MAY FIND THIS STORY FUN TO READ EVEN
THOUGH IT COULD NOT BE TRUE."**

Burton, Virginia Lee, *The Little House*. Boston: Houghton Mifflin Co., 1942.

The personified house in this story was built in the country only to be gradually engulfed by a great growing city. This book can be read by second- and third-grade children.

Bishop, Claire Huchet, and Wiese, Kurt, *The Five Chinese Brothers*. Chicago: E. M. Hale & Co., 1938.

This story of five brothers, each with a different but extraordinary power, will delight children of primary grades. Simple illustrations and low reading difficulty make this book especially desirable.

Deihl, Edna Groff, *The Little Dog That Would Not Wag His Tail*. New York: Samuel Gabriel Sons & Co., 1941.

A lesson in manners is carried by this amusing, well-illustrated dog story. Second-grade readers can manage it for themselves.

Rae, John, *Grasshopper Green and the Meadow-Mice*. New York: Algonquin Publishing Co., 1922.

This is a highly imaginative story of fairies and personified animals. Some low frequency words are used and will need to be explained to young readers although this book is obviously intended for boys and girls of the primary grades.

THE STORY OF BURT

BEECHER H. HARRIS, *District Superintendent, Las Lomitas Elementary School District, Atherton*¹

Burt entered the first grade a year over age and without kindergarten experience. His appearance and his responses marked him immediately as extremely different from the other children, so different in fact that special study and treatment seemed indicated. A month's observation of Burt in a regular class led the school to refer his case to the guidance worker.

Brief investigation by the guidance worker gave support to the school's hypothesis that Burt was mentally retarded. The development of a program for him, it was agreed, should await a more thorough investigation. The guidance worker therefore undertook the compilation of a detailed case history. This history was derived from interviews with the parents and the teacher, from detailed behavior descriptions by the teacher, from observations by the worker, and from medical and psychological examinations.

It seemed clear from the history that Burt presented a typical picture of borderline deficiency. The psychologists' report contained the following statements: "We feel that it would be best for the boy if he could be committed to the Sonoma State Home. If the mother cannot be induced to follow this plan, it would be all right to keep him in school for the next year or so, unless this imposes too heavy a burden on his teacher. It is, of course, generally better for the teacher and the rest of the pupils not to have a seriously retarded individual in the class. If he does remain in school, he should be allowed to lag behind the others. He does not have the capacity to learn to read nor to do other work which can be expected of first graders. The only advantage which the first grade can afford is that of associating with other children. If he derives no benefit from this, then there would be no object in

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having him in school at all. If any opposition by the teacher or principal is raised to retaining him in school, he should be excluded."

What should the guidance worker recommend to the school? Exclusion as suggested by the psychologist, either to remain at home or to go to Sonoma, would be a quick and easy solution. The school had no special class. Could it be expected to retain this child in regular classes? What facts might influence a decision? What principles were available that might govern in such a case?

A few outstanding facts presented themselves immediately.

1. Though inadequate in many ways, the family was bound together with ties of affection and with some feeling of pride. The home gave promise of functioning as a home for Burt for years to come.

2. The parents wanted Burt in school. They felt that he should have the opportunity to be with other children and to share the joys of childhood and of school life.

3. Burt wanted to be in school. Having an older sister and brother who had made satisfactory progress, he had anticipated his entrance to school with eagerness. He wanted to be with the other children.

4. Burt was not definitely custodial. He could get to and from school by himself, following the proper course and observing traffic rules. He could feed himself. He could tend to his toilet needs by himself. He could remember his hat and coat and put them on with a little help. He could enter and leave the room and the building with the other children. He responded to the opportunity to use crayons, clay, and other classroom supplies, even though only on a manipulative basis. He could follow simple directions.

5. Burt had entered Grade One with no kindergarten experience. He thus lacked many skills that the other children possessed, a fact which made him seem more retarded than he might really be.

6. The impression of defectiveness was heightened also by Burt's obvious physical impairments: poor vision, with one crossed eye; protruding lower jaw with considerable malformation of the teeth; underdeveloped musculature; undernormal weight and height; cluttered speech and greatly retarded oral expression; poor co-ordination; hypertrophied tonsils; nasal congestion and discharge.

7. There was no serious problem of aggressive behaviour. Burt was of course retarded socially. He did not know how to play and to get along with the other children, but he was quite amenable to adult control. Further, he was eager to be with the other children. Perhaps he could learn to get along with them.

These were a few of the facts the guidance worker must bear in mind. Burt would no doubt present a markedly different instructional problem—so different in fact, that it might not lie within the responsibility of the ordinary public school. Here then was where modern philosophy, psychology, and sociology would have to be examined very carefully. It would be principles derived from these fields that would lead the school to accept or reject the child. Any other basis for acceptance or rejection would be mere expediency, and expediency could hardly govern where the welfare of a child was at stake. This thought was immediately recognized as a tenet of the democratic philosophy and could well be the first in a list of governing principles.

1. The school must not allow expediency to determine its treatment of this child. It was under obligation to follow the dictates of principle and to do whatever was called for by principle in the way of organization and instruction.

2. Democratic philosophy emphasizes the supreme sanctity of the individual. He is entitled to pursuit of the joys and pleasures of life on whatever level and here and now; and if he can derive joy and pleasure from association with other children and from participation in school activities, then he is entitled to such association and such participation. The school must not place any barriers in the way; it must remove any barriers that exist. It must do what is called for for *this* child here and now.

If the school accepts this philosophy for this child, it is more likely to accept it for every child. If it accepts this philosophy for other children, how can it fail to accept it for *this* child. But where shall we draw the line? Does this philosophy indicate that even the custodial have to be kept in regular classrooms? Aside from the practical aspects, which would seem to give a negative answer to this question, is there any principle which might point the way?

3. A fundamental purpose of the school is to prepare individuals to live successfully as adults in society. The best preparation will come from living successfully in society here and now. School—the regular school—is or must be the child's society. Aside from the fact that he is entitled to live in it and to obtain maximum satisfaction here and now, he must live in it now if there is even a remote chance that he will live in it as an adult. If there is such a chance, the school must make the most of it. Such a chance exists in the borderline custodial case. It thus becomes the obligation of the school to so organize itself that it has a place for the borderline custodial the same as any other child. It cannot say that the child just does not fit into the program or that the school cannot do anything for him. It must change its program so that the child does fit in. It must change its program so that it can do something for him. Parenthetically again, if the school accepts this principle and places it in effect for this child, it will accept the principle and place it in effect for every child. Any guidance worker knows that the school falls far short of this mark.

4. From these three principles and from the information available about the curve of normal distribution, a fourth principle—a summary principle—can be stated. The public school must expect to receive children all along the curve above the definitely custodial and must be prepared through regular class activities to give each child the satisfying individual and social experiences to which he is entitled and which he is capable of receiving. Burt is entitled to a program suited to his needs. Every other child is entitled to a program suited to his needs.

With these thoughts in mind, the guidance worker wrote the following letter to the principal of the school:

Dear Mr. _____:

The folder of Burt now contains sufficient information for me to be able to make fairly well-grounded recommendations to you for his school program. I shall also make recommendations to his parents for his home program as you will note from the enclosure. The results of his eye examination should arrive soon and will furnish a basis for more detailed recommendations in some important respects. I shall bring Burt's folder to you for you and his teacher to examine.

I should like to discuss the following recommendations with you and Mrs. M. (Burt's teacher), giving you my reasons for them and detailed suggestions for carrying them out. In the light of practicality and your own experience with Burt, you will of course modify the recommendations as you deem best. I shall try to keep informed of whatever program you develop for him and to help you with it. I shall show Burt's folder and this letter to Mrs. B., the Primary Supervisor, as you will want her suggestions in the development of details of your program.

1. I recommend that Burt be kept in the public schools and in a regular class. He should be kept in the public schools until it becomes obvious that he is in need of custodial care. If we can develop from year to year a program suited to his needs and capacities, it is entirely possible that the time will never come when he will need such care. It must ever be our hope that through our help and the help of other agencies he can be made a self-sustaining member of society.

2. We should hold no expectations regarding Burt's ability to learn to read or to carry on other academic activities. His program here should be one of exposure and encouragement only. He should not feel disapproval from us now or at any time in the future for his inability to read the materials provided for the grade in which he is placed.

3. Grade placement should be determined only on the basis of age, size, and physiological and social development. Since Burt will probably always be considerably retarded in these traits, his present degree of grade retardation can be safely maintained. It might even be justifiable for a time to retard him another grade if he seems to fit in with the group in that grade better. The possibility of advancing

him to an older group later on if his development calls for it could always be borne in mind.

4. Burt's school program now and in the future should be one of providing as many means for physical, mental, emotional, and social growth as possible and of being quite content with whatever growth appears. Physical growth should come through manipulation of objects of all kinds: blocks, clay, crayons, pencils, chalk, tools (wood-working and gardening), marbles, balls, toys. He should be involved in the fundamental rhythms and in playing on the playground apparatus as much as he can. Mentally, his growth now will come from learning through normal experiences with the other children, and from being led to talk about his experiences. As his speech becomes better developed, speech difficulties may be isolated for correction. Reading and other academic pursuits will always have to be adapted to his level. Achievement in them should not be a determinant of his success and happiness. Emotionally, his best growth will come from complete acceptance at home and at school. You will note that I am making specific suggestions in this regard to his parents. Socially, association with whatever children he can fairly successfully associate with and in whatever ways he can fairly successfully associate with them will produce growth within his limits. Helping him learn to care for himself as Mrs. M. now does will help fit him in with other children.

In all of these fields I am prepared to make more detailed and specific suggestions to you and I know that Mrs. B will have many for you. I believe that Mrs. M. is to be commended for the excellent things she does for Burt now. Our suggestions will in the main be elaborations of what she already does though we will have new ones too that you and she may wish to try.

5. All other members of the faculty should be made aware of Burt's needs and his program as they will have occasion to deal with him on the grounds and elsewhere.

6. I shall proceed as rapidly as possible to get whatever correction or alleviation of his physical handicaps we can. These handicaps must always be taken into account and special activities devised that do not go beyond them.

Please feel free to call upon me for further study of Burt or for help with details of his program. I shall make it a point to keep in close touch with both you and his parents."

The principal of the school now arranged for a faculty meeting to decide whether Burt should be retained in school and to prepare everyone to understand Burt and accord him proper treatment if he should be retained. His entire history was reviewed. All considerations were examined. Implications for classroom organization and procedures in all grades were discussed.

One important question raised during the conference was: "What about the other children?" Three answers to this frequently-asked question developed.

1. In the short time that Burt had been in school, the other children had begun to understand, accept, and help him—in short, to live with him as they would ten or twenty years hence *if the same kinds of influences persisted throughout his school life*. In the same way, Burt was learning to live with the other children. Neither of these things could happen if Burt were not with the other children.

2. Burt was learning from the other children. A great deal of his learning, it seemed clear, must come from them: language, games, concepts, children's mores, behavior of all kinds. He certainly would not learn from them if he were not with them.

3. The "other" children? Which "other" children? The question was certainly not one of Burt or the "others." Each one of the "others" posed problems of his own. Each had individual needs. If we couldn't minister to this individual's needs, could we minister to any other individual's needs? To which one would our philosophy apply? If we could meet Burt's needs we certainly would be better prepared to meet the needs of all the "others" as individuals. Our philosophy refers to *this* child, and Burt is this child.

As a consequence of their deliberations, the faculty decided to keep Burt. Each would understand his needs. Each would be prepared in turn to receive him as any other child and to endeavor to develop a suitable program. There were many doubts. Reading, grades, promotion—a dozen hurdles seemed to stand in the way. It was no easy decision to make. There was no assurance of success.

The guidance worker then arranged a conference with Burt's parents. Based upon his knowledge of the home, he wrote out and discussed the following suggestions with the parents in a long conference.

1. Keep Burt in the public schools.
2. Accept him as he is. Do not expect more from him than he can give.
3. Encourage him. Do not be critical.
4. Do not speak disparagingly of him. Never refer to him as stupid, dumb, or in any other derogatory terms.
5. Never discuss him with others either favorably or unfavorably while he is present, even though he might seem to be unaware of what is being said.
6. Use extreme patience with him.
7. Use positive suggestions always. Try thus to build up his self-confidence, pride, determination, fearlessness, and to break down his fears, uncertainty, and shyness.
Examples: "Sure, you are learning to play ball well." "You like to go to the doctor. You know the doctor does good things for you." "You are getting nice colors in your drawing." "Isn't this a good book?"
8. Punishments, if any, should be brief, consistent, and to the point. Consistency here is very important. Accept and approve, or reject and disapprove, bits of behavior, attitudes, and language in the same way every time.
9. Avoid conveying your own fears to him through words and actions.
10. Try to give him a little garden space and help to encourage him with it.
11. Continue the minor chores—they give him a place in the home.
12. Burt's father should let Burt "help" him all he can with the automobile, gardening, repair work, etc.
13. Encourage the older sister's fine understanding and treatment of Burt and try to get the older brother to adopt the same attitudes.

14. Show continued interest in his school work as at present, but do not expect him to read any more than he actually does read at a given time. He may not read at all for several years. Whatever he achieves must be accepted.
15. Encourage companionship with other children.
16. Proceed as rapidly as possible with physical corrections prescribed by the doctors.
17. Let Burt always know through you words and actions that whatever happens to him elsewhere, he is secure in your affections.

So Burt remained in the public school, in a regular class, in a semitraditional program. What has happened in two years and a half? Has Burt presented an impossible situation? Has his membership in the class constituted a serious problem, an unsolvable problem? What has the school been able to do for him?

Burt has had two teachers, Mrs. M. and Mrs. L. He was kept with Mrs. M. in Grade One at the end of the first year because of his feeling of security with her. He was placed with Mrs. L. in Grade Two for the current year, 1949-50, and seems to feel the same security with her.

Each teacher schooled herself to an acceptance of Burt. Committed to the viewpoint that Burt is entitled to the pleasures he can derive from being with other children, that he will learn from them, and that his growth would be in small increments and in different ways from the growth in other children, the teachers have felt their main responsibility to be that of providing a good environment and letting Burt grow. They felt under no necessity to produce results academically; they therefore felt no need to push academic activity. Burt's growth, they felt, would be measured in other ways. Was he learning to catch a ball, play games, talk, follow directions, use materials, join in group activity? Did he seem happy, relaxed, friendly, eager, co-operative? Was he accepted and helped by the other children? Did he like to come to school? The answers to these questions all seem to be in the affirmative. Has Burt learned to read? Write? Spell?

Number? No. We did not expect him to. We won't expect him to for several years, if ever. If he ever seems to be ready, then he will be helped with these skills on his own level. Does Burt not feel unhappy at seeing other children make progress in these skills? So far he does not, at least not to an observable extent. His sensibilities and his perception are perhaps not sharp enough to make him aware of the difference. The teachers have made every effort to build his happiness in other ways, however, and to place no premium upon academic success. This is the crux of the school's problem. If the program is a *reading* program, then the needs of Burt cannot be met. Nor can the needs of Jack, or Mary, or Sally. A different kind of a program is called for if individuals are to be served as modern principle demands.

Today Burt seems, upon casual observation, to be about as unpromising as he was two and one-half years ago. He has had two and one-half happy years, however, as far as one may discover. His teachers and the principal feel that he is happy and is making progress. His parents feel that he is happy and is making progress, though some members of the family have been unkind about his inability to read. He loves to go to school and protests vigorously when he has to stay home because of illness.

What have the teachers been able to do for him? What has he been able to do? What evidence of growth has been noticeable? The following comments compiled from reports of both teachers seem to indicate reasonable success—very good success in the light of original expectations.

- "Enjoys playing with the kickball—some improvement in bouncing, kicking, tossing, catching."
- "Can play 'Last Couple Out'—children sometimes let him catch them—calls 'Last Couple Out' intelligibly."
- "Can play 'Flying Dutchman'."
- "Children understand and help him. Teachers have enlisted their help and have received it. Occasional teasing."
- "Wears his glasses regularly."
- "Eats in cafeteria occasionally—reasonably well."
- "Can separate lunch and bank money, but does not know denominations."

"Can take off and put on hat and coat; hair and oral hygiene untidy, no improvement."

"Thumb sucking still in evidence."

"In the use of clay, has progressed from patting to making a ball to making a snake-shaped object."

"Has learned to cut with scissors but cannot follow a line."

"Likes to join different reading groups. Enjoys hearing the other children read. Will repeat a line or tell what he thinks will happen next. Loves books, can handle properly. No apparent recognition vocabulary."

"Can control crayon and pencil better. Cannot write name. Very simple drawings."

"Paints with calcimine—manipulation stage—no form."

"Speech very poor but improving—monosyllables, as in reasons for absence—phrases—some simple sentences."

"Plays Cowboy and Indian with other children—learning to play better—not so frequently in conflict—plays with group."

"Monitor on several occasions."

"Attention span longer."

"Loves music—acts out songs—sings along with class."

"Gaining simple number concepts from his environment."

"Not a behavior problem—glad to have him."

It seems then that the school has accepted and met its responsibility. It has placed no expectations upon Burt beyond his ability. It has provided a fertile environment for growth, in which Burt may grow at his own pace. In so doing, it has made it possible for Burt to live a happy and profitable life with normal children each day, each week, each year. He is at home. He is in society.

IMPROVING SCIENCE EXPERIENCES IN THE CLASSROOM

EARLE P. CRANDALL, *San Jose Unified School District*

When is elementary school science well taught? By what standards shall it be judged? Answering these questions—and raising many more—was just part of the task assigned to a Science Steering Committee last year in San Jose.

As it approached its task, the Steering Committee was reminded by those members representing the elementary schools that a science program for elementary schools had been planned and put into effect in San Jose thirteen years ago; that its chief weakness has been lack of equipment and supplies for doing conveniently the kinds of things that can be done in an elementary classroom.

The elementary school program as it now stands requires of each teacher that she teach all of the subjects of her grade. The course of study is planned to be carried out through major resource units, and much of the more formal work finds expression through these units.

The science program, therefore, is centered in the resource unit and may or may not be singled out for specialized treatment. In addition, three phases of science are covered under the following headings: "Science in the News"; "Science in Nature"; and "Science in Safety." Each room has a "science corner" in which any or all of the phases of science receiving attention may be represented. The science corner is one of the most effective science activities carried on in the classroom.

As may be expected, teachers vary in degree of interest in science as they do in other ways. Those with a strong interest in science make it a vital part of classroom life; some pay less attention to it.

The purpose of this article is to show how a committee started to work to help improve science teaching in the elementary schools of a unified school district.

SCIENCE PROGRAM ANALYZED

The committee looked at the total science program from kindergarten through grade twelve and reached these conclusions:

There are five major strands of science instruction in a total science program. Each of these strands represents a major area of science at every grade level and they are closely interrelated, being referred to as separate strands merely for purposes of identification: (1) health habits, attitudes, and knowledge, (2) nature study which includes the science of life functions, (3) the environment, (4) applied science, and (5) community health. These strands are covered in standard textbooks.

COMMITTEES APPOINTED

The committee recognized that if the project was to yield results, it should succeed in its first enterprise. Consequently, an elementary subcommittee on equipment and supplies was appointed to find out what things are needed to teach a valid science program in the elementary school.

Because of the widespread interest in various phases of sex education, another subcommittee on life science was appointed to study the present school program in San Jose to determine how much of this type of information is now being supplied and to help clarify teaching procedures in this area.

These two subcommittees do not seem at first thought to have much relationship. On second thought, it will be realized that the elementary science program runs heavily toward nature study, animals, fishes, lizards, plants, and flowers. In thinking about sex education, that subcommittee turned its attention toward the whole field of life science, noting that the basic concepts of sex education are part and parcel of a life science program. Both committees, therefore, considered it necessary that

cages, aquariums, and terrariums be made readily available for elementary life science.

ELEMENTARY EQUIPMENT AND SUPPLIES

The subcommittee on elementary science equipment and supplies analyzed the state series of science textbooks and concluded that if the program envisioned by the State Department of Education was to be carried out, certain pieces of basic equipment and supply items would have to be available. A list of basic items was determined by checking the concepts developed in each of the science series textbooks furnished by the state and noting the equipment and materials essential for adequate presentation of each.

When the combined list of basic equipment and supplies was completed, it was evident that certain pieces should be placed in each classroom; that other less-frequently used pieces should be circulated from each school depository; and that certain more elaborate pieces should circulate from the district depository.

When the basic list was submitted to the superintendent, it was approved and the items were purchased. The list submitted to the steering committee, from which the final basic list was developed, is reproduced here:

BASIC EQUIPMENT FOR ELEMENTARY SCIENCE

Standard items for each grade as indicated

	<i>Items</i>	<i>Grade for Use</i>
1	Aquarium, 2 gallon, rectangular (solid glass preferred)	all
1	Thermometer, F40-120, red stem	K, 1, 2, 3
1	Life zone map (Santa Clara County)	3
40	Magnets, 10 cm. horseshoe (set of 40)	2, 4
2	Compasses, 50 mm. diameter, nickel case	4
1	Switch, knife, single pole, 15 amp.	4
1	Ringstand, 5" x 7" base, 3 rings, 1 clamp	5
1	Tuning fork, C, 12 cm. long	5

Standard items for each school as indicated

- 2 Cages, Army medical school model
 2 Cages, animal, 15" x 20" x 9", with tray
 1 Electric hot plate, 110 volts
 40 Lens, tripod magnifiers
 9 Lens, magnifying glass, 3" diameter
 2 Plant specimen holders (piece of 2" x 4", 25" long, with 6 evenly spaced holes $1\frac{1}{16}$ " diameter, drilled to a depth of $1\frac{1}{4}$ ")
 1 Saucépan, 2 qt. with lid
 2 Terrariums, rectangular metal and glass, $7\frac{1}{4}$ gallons (18" x 9" x 11")
 1 pkg. Corks, assorted, XX quality
 20 Cover plates, glass, 10 x 10 cm.
 2 pkg. Watch glasses, 5" diameter
 12 Dishes, preparation, size A

New items added to Audio-Visual Depository

- 1 set Bird mounts (all common local birds)
 1 Barometer, aneroid, brass case, open dial
 1 Fossil collection (local)
 1 Insect collection (harmful—local)
 1 Insect collection (useful—local)
 1 Rock collection (local)

Standard warehouse supply items to be available for use in grades as indicated

	Item	Grade
2	Flasks, Erlenmeyer, 500 cc. Pyrex, narrow mouth	3
2	Funnels, glass, 90 mm. diameter	3
2	Beakers, 600 cc., Griffin Pyrex	3, 5
1	Dish, glass-covered (6" x 6")	3, 4
1	Prism, equilateral, flint glass, 25" x 50" mm.	3, 4
1 pr.	Magnets, bar	4
2	Batteries, dry cell #6, 1½ volts	4, 5
1	Door bell, electric	4, 6
1 jar	Iron filings, sifter top	4, 6
1	Test tube support	4, 6
2	Wire gauze, 6" x 6"	4, 6
1	Balance, spring, 15#, 4-oz. divisions	5

1 doz.	Balloons, rubber, with valve	5
2	Pulleys, new form, bakelite, single	5
1 doz.	Candles, paraffin, 12 cm.	5, 6
1	File, triangular, small	5, 6
2 pc.	Magnetite	6
1 sq. ft.	Zinc, sheet, $\frac{1}{16}$ " thick	6

Standard warehouse supply items to be available for use in each school

1	Brush, beaker and jar type	
1 ctn.	Filter paper, 15 cm. diameter	
12	Flower pots, 8", low, with saucers	
1 doz.	Jars, quart, Mason, wide-mouthed	
1 btl.	Lime water tablets (100)	
1 ctn.	Litmus paper, neutral (100)	
1 lb.	Sealing wax, red	
1 gross	Slides, microscope, 75 x 25 mm.	
1 doz.	Stoppers, #3	
1 doz.	Stoppers, #7	
100	Test tubes, 22 x 175 mm.	
2 lbs.	Tubing, glass, 5 mm. outside diameter, Pyrex standard wall	
4 oz.	Copper wire #28, covered	
4 oz.	Iron wire #28, bare	

Standard reference books for each school

Craig, Gerald S., *Science for the Elementary School Teacher*. Boston: Ginn & Co., 1940.

Palmer, E. L., *Fieldbook of Natural History*. New York: McGraw-Hill Book Co., Inc., 1949.

Science Guide for Elementary Schools, Vols. I-VI. Sacramento 14: California State Department of Education, 1934-1941.

SCIENCE CORNERS IMPROVE

Children are forever bringing live creatures to school and every teacher would like to encourage a reasonable amount of this interest. With a new aquarium in every room, and with 2 terrariums, 2 small cages, and 2 large cages in every school, every classroom can now play host to the whole outside world. Potato bugs, hamsters, white mice, chickens, guppies, and goldfish—all have been coming to school in San Jose. Science corners have in

truth "come to life" in corners where shells and pictures reigned before. This is a tribute to the teachers and what they can and will do when given equipment to work with.

LIFE SCIENCE

The subcommittee appointed to analyze the life science program was instructed to give special attention to the extent to which so-called "sex education" concepts were developed in the natural unfolding of the program.

The subcommittee compiled the typical concepts developed in the various grades and arranged them for presentation to the steering committee. Among them was the recognition that all life is made up of plants and animals, and a major generalization that living things have two characteristics: to preserve the life of the individual and to perpetuate the species.

It became evident that the nature of these specific concepts as stated by teachers conforms to an over-all psychological pattern. In the primary grades the concepts are simple statements of facts of nature: Plants are living things because they grow. The children watch plants grow from seeds. They save their pumpkin seeds from last year to get pumpkins for this Hal-loween.

In the intermediate grades additional facts of nature are taught, but still with a minimum of explanation. Examples of these are that new plants are started in a number of different ways; that they require many things for growth, and that different parts of the plant have certain responsibilities in keeping the plant alive and enabling the species to continue on earth.

Curiosity at the junior high school age requires that the curriculum provide somewhat more technical explanations of how things work. The growth of the plant, which the primary child merely observed, is more specifically observed by the junior high school pupil to be the product of many cells reproducing themselves by a process of cell division. Of course, even this explanation is kept on a simple basis.

SENIOR HIGH SCHOOL SCIENCE PROGRAM

The senior high school student is ready to consider the possibility of using the facts of nature of which he has some understanding for the ultimate improvement of his own environment. He learns that each individual has a responsibility for the health of himself and his species.

In their inquiry regarding the developmental strand of life science, the committee noted that the entire strand contributes to a foundational understanding of the meaning of sex education in its largest sense. The specific topic of human reproduction and the technical concepts to be learned do not make their formal appearance until the tenth grade, in which the required course in life science is taught. This is followed later by a required course in social science for all twelfth-grade students in which the study of psychological relationships is included as a necessary part of preparation for marriage.

Planning together to improve a science program is a wholesome experience for members of a committee. Each group is able to see more clearly where his particular contributions fit into the total scheme. Elementary teachers, particularly, need to be able to see the nature of the finishing touches which are to be added after the children pass from their care. Upper-grade teachers should see to it that new ground is plowed and that children will not emerge saying as one girl did: "I started with a lily and I ended with a lily."

The facts of life should be unfolded in much the same rate and with much the same degree of explanation as is required by the child to meet his needs and to solve his problems. To force-feed or to supply more information than is needed or than can be assimilated is not only a waste of teachers' and pupils' time, but may also shut off curiosity for deeper learnings which are possible at a later date.

HIGHLIGHTS OF THE HOLLYWOOD CONFERENCE

The California Elementary School Administrators Association has made a detailed report of the 1950 Annual Conference of Elementary School Principals held in Hollywood, April 2-5, 1950, at the call of the Superintendent of Public Instruction. Lack of space precludes the publication of the entire report, which covers each separate presentation and discussion. The highlights have been selected for this article without reference to the individual contributors.

GENERAL SESSIONS

Critical Issues Confronting Public Education in California

Issues in four areas of professional effort are sufficiently critical at the present time to merit special attention.

Curriculum: The educational program is no longer the exclusive concern of the professional educator. The school must provide what the community needs, and the work of the educator is to select or devise methods of meeting those needs and to examine continuously the contents of the curriculum to discern whether or not it is in harmony with the needs of the community and its institutions. The problem is to reorganize or realign the already overcrowded curriculum so as to provide the necessary additional learning experiences rather than to add new subjects.

Evaluation. Educators must continue and broaden the evaluation of their professional performance in the light of well-considered objectives. Educators need to remember that the most audible voices in a community are not always the most representative. Every expansion and enrichment of the curriculum—whether in health education, safety education, music, art, literature, or education for improved human relationships, to mention only a few expanding fields—has been made in response to the demand of, or with the support of, one or more community groups.

Teacher responsibility. Teachers are needed who have a strong sense of professional responsibility. Teachers' major efforts should be

directed to the maximum development of every potential inherent in the children they teach.

School as a community center. The concept of the school as a community center is basic to planning and providing for continuous growth and development of all people in the community served by the school. Children should understand the place of the school in a modern community. School people often fail to agree upon or to make clear for what and for whom the function of public education has been established. The great work undertaken by the public school should be marked by a sense among its personnel of dedication to democratic ideals.

Relation of the Schools to California's Manifest Destiny

Whether or not California contributes in full measure to the destiny of the United States in world leadership depends upon public school leaders. School administrators have important choices to make in planning school programs.

Our country needs to produce citizens who can maintain the institutions that have made us great. People should know how to live orderly lives today while exercising the critical judgment necessary to move forward and add to our cultural heritage. It will be necessary to retain a reverence for traditions that are good and for the sound principles upon which American institutions are based, while we maintain a constant readiness to adapt the outward expression of those principles to changing conditions. We cannot afford to "back into progress." Exercising the ability to choose and to create before choices are forced upon us will help people to meet constantly changing circumstances.

To achieve our destiny it will be necessary to capitalize on the abilities and resources of each person. Every boy and girl must have the chance, regardless of the cost, to realize his potentialities. Education must move away from present methods of mass education to make it possible for each individual to attain his best. The number of children assigned to a teacher must be reduced from present average figures of class size so that the inadequacies of mass instruction may be overcome. It is common sense to provide adequately for *all* children, and this cannot be done if the teacher must treat all children as though they are alike, which is what must happen when classes are too large. Educational opportunity that is widely accessible and generously shared will mean conserving and utilizing the greatest of our human resources.

Teachers need to strike an even better balance between the learning of facts, knowledges, and skills and the experiences that children must

have to learn to live together well. This does not mean that a choice must be made between the two areas but rather that the goal must be a well-balanced program leading to individual achievement and social competence. Success in achieving this goal will be facilitated by increasing the number of professional people available to work with children. Under present conditions of overcrowded classes and double sessions even the basic skills cannot be adequately taught.

Discipline. Discipline, according to the dictionary, means "to punish or chastise"—"to train and educate." The second meaning describes the work of the school, which is established to educate and guide young people. Boys and girls need to learn early those loyalties that perpetuate freedom and to accept the responsibilities that go with it.

Citizens for the world of tomorrow must be world-minded without losing their national and cultural perspective. Choices will have to be made that will utilize the constructive aspects of national and international loyalties. We must teach and show children that we need not lose local and national loyalties when we work for a peaceful, united world. We must teach the ideas back of the United Nations and UNESCO.

The Implementation of the Framework for Public Education¹

After two years the final draft of the *Framework for Public Education in California* is nearly completed. California now has a single document to which many educators have subscribed. Educators in the elementary school field, because of their number, have a greater stake in the *Framework* than any other group. Principals and teachers are the ones who can make it work. It will be helpful to point up the means by which the *Framework* can become an effective instrument in the public schools.

Every principal should identify the leaders in his community and plan steps to achieve with their help the objectives set forth in the *Framework*. He and his teachers should make a list of the ways in which citizens may be involved in the school's larger role in the community. The principal should say

1. I want our school to be a happy place in which no child feels rejected;
2. I want our school to offer as many worth-while activities as possible;
3. I want the children in our school to acquire democracy by practicing democratic conduct day by day;
4. I want to arrange for a wide variety of experience for children, and I want to give every child opportunity for success;

¹ See pages 7 to 23 for full text of an address on this topic.

5. I want to have a good, well-organized playground as a part of our school;
6. I want to recognize that every teacher must feel important in his job;
7. I want to give every teacher and child the recognition which is due him as a person.

Human Relationships—The Principal's Major Problem

Our schools must rise to the challenge of the times to achieve a high professional level of human relationship.

What is the major characteristic of good human relations? It is the acknowledgment of the brotherhood of men, which means that we recognize the values of

1. Common sense in living in peace with ourselves and our neighbors
2. Good sportsmanship
3. Science, which tells us that humanity is *one*
4. Democracy, which tells us that all men are created equal
5. Christianity, which tells us "Thou shalt love thy neighbor as thyself"
6. Education, which includes mastery of skills, and beyond that, knowledge of how we live and learn together

What are the characteristics of a person who is mentally healthy?

1. His relationships with other people are good. He has ability to work with people and sustain good human relations.
2. He has intelligence, skill, and "know how."
3. He accepts responsibilities.
4. He has emotional tone and a feeling of well-being, of optimism and buoyancy.

The principal needs to consider and work successfully with three groups of people:

1. *The children.* The principal should recognize their physical needs (food, clothing, shelter), their need for love, their need for a feeling of personal worth, and in addition, he should realize that understanding lies at the base of good relations with children.

2. *The teachers.* The administrator must work with teachers to achieve a better understanding among them of the purposes of education, of the community, of the learning process, of the role of subject-matter content, and of the means by which this understanding is to be attained. One of the primary responsibilities of the principal is to get things done.

The best procedure for this is to attack projects in small workable units, making known who is responsible, letting them know when to start and when to stop, and requiring periodic reports of progress.

3. *The public.* Teachers need practical assistance from the administrator in working with the public. Some procedures used successfully are visits to pupils' homes; parent visitations in classrooms under guidance; and parent-teacher conferences. The conference gives opportunity to the teacher to discuss broad educational purposes as they relate to the understanding of individual problems.

The Growing Edge

The child is the "growing edge" of the human race. Man is the "growing edge" in the advancement of human civilization.

One is apt to come to see himself only in the person of his particular occupation—clergyman, teacher, parent, nurse. We need to see ourselves just as man, the "growing edge," where there is a tremendous thrust of creative force. The individual is important as a unit of this force. As part of the "growing edge," the individual must

1. Control unrestrained impulses in his nature
2. Accept himself and work his way through life with his tools
3. Accept responsibility for his own actions or lose his personal integrity and sign over control to someone else
4. Find ways to maintain personal morale at a high level, to believe in his cause, in the integrity of his private enterprise
5. Take a position and stand up to be counted when the occasion arises. A time comes when every individual has to make a decision and act as if the truth and light he has is *all* the truth and light

In 42 section meetings of the conference, nearly a thousand elementary school administrators grouped themselves to analyze problems, to share experiences, and to report experimental work in progress. Comprehensive notes covering these sections have been reduced to brief summaries.

SECTION MEETINGS

School-Community Relations

Parents are apt to judge a school not by what takes place at school but rather by what they think takes place. The following have been used successfully to help parents to gain insight into the school's program: the open house, conferences, directed visitation, parent help in preparing

class material, teas, workshops, displays at the county fair, and evening school classes for adults. Parents who take part in these activities are believed to subscribe more enthusiastically to the purposes of the school.

People in the community often judge the school from their association with people who work in the school. Good community relations require conscious effort to gain the confidence of the people in the community. The principal should have time to visit homes and be active in community affairs. He should consult with community leaders on matters affecting the education of children and have time to assume a role of leadership in the development of community projects, especially those related to the welfare of children.

Children of Seasonal Agricultural Workers

The classroom teacher is in a key position to discover the many needs of migrant children. The parents of these children do not now place a high value on education. The following measures are recommended for improvement of educational offerings for migrant pupils:

1. Federal aid for education of migrants
2. Increased school-home contacts
3. Community planning toward stabilization of migrant population
4. Adult education classes for seasonal agricultural workers
5. Interpretation of the school's program to minority and migrant groups

Children's Behavior

Teachers in America recognize a tradition of corporal punishment which is not common to all countries of the world. Physical force as a means of control gives a child a grievance against those exercising that force. It does not solve problems; it only stops behavior. Education to change attitudes must accompany any form of effective punishment.

Teachers recognize self-control as an end in our democratic society. Control then cannot be associated with punishment alone. Effective control in the elementary school requires planning by the entire staff to effect changes in attitudes which will result in improved behavior.

Children Entering Adolescence

Young people entering adolescence tend to show increased interest in the adult world and human association. The value of experience should not be overlooked in planning for their intellectual development. Pupils need to learn about elections by voting, to communicate by writing letters purposefully and by actually using the telephone. Arithmetic

becomes meaningful when pupils measure the school building or grounds, make personal budgets, and visit banks.

Teachers of early adolescents should know as much as possible about their pupils before they enter the classroom. A study of cumulative records, anecdotal records, pupil questionnaires, pupil evaluation scales, autobiographies, and records of personal interviews aid teachers in recognizing pupil differences.

A well-adjusted teenager has emotional stamina; his attitudes are attuned to reason; he is self-reliant, realistic, tolerant; he can take criticism; and he does not believe he is perfect.

Children in Need of Specialized Training

Basically, American education must be adjusted to individual differences. When these differences are discovered, school districts should provide specialized services for all types of deviates. Rural as well as city school children must be served, in the whole age range from preschool through secondary school.

It is reasonable to assume that at least 2 per cent of the total school population will profit from specialized programs for the mentally retarded. No child should be classified as feeble-minded or mentally defective except as a result of careful individual study of his intelligence, educability, physical status, environmental background, personal and family history.

Mentally retarded children have the same fundamental need for love, security, recognition, and success as do normal children. They need all of the advantages given to normal children and, in addition, they need individual attention to help them adjust to life in a satisfactory and happy manner.

In general, the educational program for these children should be non-academic, with opportunity for experiences that will lead to desirable personal habits, social and vocational skills.

Reporting Children's Progress

Three considerations in regard to school reports were emphasized:

1. The report card is no longer adequate for teachers' report of evaluation.
2. The report card is not an appraisal of a whole program.
3. Reporting is a co-operative enterprise, not one to be handed down from a central office.

The individual conference is the best arrangement to give the parent a clear picture of a child's school program, study habits, behavior, special abilities, and weaknesses.

Promotion Policies in Elementary Schools

Studies show that children who repeat grades do little, if any, better during the repetitions. Frequent threats of nonpromotion do not cause children to work harder. Some fallacies regarding promotion are the following:

1. It makes for higher school standards
2. It makes children work harder
3. It protects society from uneducated people
4. It maintains a high level of regard toward the school

Five factors are to be considered in promoting pupils:

1. Chronological age
2. Social adjustment
3. Academic standing
4. Attitude of parents
5. Results of standardized tests

Health and Physical Education

Adequate provision for school health requires the smooth co-operation of every individual and every agency touching the life of the child. This includes teachers, administrators, doctors, specialists, dentists, parents, public and private health and welfare agencies.

It is believed that home visits by the nurse are less effective than parents' visit to the school with teacher and nurse as conferees.

Health services should be in proportion to children's needs—not in proportion to financial ability to pay for them.

Family Life Education

Elementary school life offers many opportunities for children to acquire understanding and appreciation of their homes? The school's program should be geared to the everyday living of boys and girls. Family living experiences have a definite place in the planned curriculum for all grades. The teacher should provide worth-while experiences involving intergroup living and working relationships.

One program for seventh and eighth grades is described as follows:

In this school, each seventh and eighth grade boy and girl takes part in a homemaking class for a double period twice a week for four weeks. All of this family living takes place in a family bungalow, 40 feet by 40 feet, designed so as to provide a living room; a dining room in which there are four dining tables, each

seating a family of three boys and three girls; a bedroom where each child learns to make a bed properly; and a model clothes closet to be kept in order; a bathroom which must be kept shining. All of the household laundry is done by the children. In the kitchen area there are four ranges and four sinks plus the necessary utensils and dishes. Both boys and girls plan, cook, clean up, wash, iron, clean house, and learn good attitudes toward homemaking. This program is geared to the needs of the adolescent.

Aviation Education

Aviation is a part of the lives of growing children, whether recognized in the schools or not. The accessibility of people to people and of people to places, made possible by the airplane, is steadily increasing to the point where teachers can no longer ignore the opportunity that a study of aviation presents in facilitating an understanding of our culture, and of other cultures of modern life.

Language Arts

Adults often say they cannot express themselves satisfactorily. Opportunities to teach children the arts of communication are found in the social studies, oral reading, excursions, sharing information, dramatic play, expressing gratitude, writing social and business letters, telling stories, exchanging recipes, engaging in conversation, and listening.

Music

Educators set the tone of our schools in various ways. In establishing environment for our children they think of beauty, friendliness, harmony, law, order, and rhythm. All of these are akin to music, for music touches everyone, leading to a well-balanced life.

In the elementary school, teachers need to be concerned with music taught not as a means of making a living but rather as a means of living a life. Music cannot be detached from daily living, for all of us are surrounded with music more now than during any previous era. Through music, teachers can place within each child's understanding and skill a means of expression that enables him to release his innermost thoughts and aspirations, thus deepening his appreciation of life, of self, and of the contributions of others.

The School Lunch

About 400,000 California children participate daily in the school lunch program. This certainly provides an ideal opportunity to promote healthful eating habits. Teachers' promotion of correct attitudes and healthful eating habits in the lunch room contributes directly to the social and physical growth of children. Opportunity for social guidance in the lunch room is almost unlimited.

Education of Kindergarten-Age Children

It is the responsibility of the elementary school administrator to lead in informing parents and the general public about the kindergarten program. The administrator can help the teacher obtain equipment in many ways. In addition to providing for kindergarten education in the budget, he may solicit help from parents, parent organizations, and community service organizations. He may solicit the assistance of the custodian to provide materials needed in the kindergarten room. Members of the local fire department are sometimes interested in making tools useful in the education of kindergarten children. The kindergarten teacher needs to know where and how to obtain inexpensive materials from local merchants.

If the kindergarten teacher is assigned extra duties, they should be related to the kindergarten program.

Audio-Visual Education

The goal of the audio-visual program is improved instruction. In setting up an audio-visual program, the following procedures will prove helpful:

1. Visiting established programs
2. Adopting a program suited to specific needs
3. Providing expert guidance to teachers in the use of equipment and materials
4. Encouraging teachers to evaluate materials and equipment
5. Appointing an Audio-Visual Co-ordinator for each building
6. Formulating a system of distribution that will get the proper materials to the proper place in the proper way at the proper time

Reorganization of Elementary School Districts

School administrators cannot long continue to ignore the need for reorganization of school districts in California. The California Association of School Administrators has endorsed reorganization as a primary objective, as have the Congress of Parents and Teachers and the School Trustees Association. Some of the advantages of reorganization are the following:

1. More financial aid
2. More administrative time for the educational program
3. Improved instructional practices through supervision
4. Better articulation of elementary and secondary school programs



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